# Consolidation

Name:

# A Read and label the pictures.







- 1 They can play the drums.
- 2 There is a giraffe next to the bus.
- **3** She can touch her toes.
- 4 There is a hospital.
- **5** She is wearing a skirt.
- 6 There is a box of carrots.
- 7 I can see some mountains.
- 8 Fish live in the river.





The boy is wearing a blue jacket.

The bus is orange.

The policeman has got a red hat.

There is a yellow snake.

Ų		
		Reinforcement
		Kaintancamant
	0	

# A Look at the picture and tick the things you see.





Animals	Instruments	Food	Transport	Buildings	Clothes
snake 🗸	piano	asparagus	plane	school	skirt
lion	drums	lettuce	car	hospital	jacket

B Write one more item in each column from the picture.



Look at the picture and answer true (T) or false (F).



- 1 The girl can touch her toes.
- 2 The giraffe is on the bus.
- **3** The boxes of vegetables are the same.
- 4 The birds live in the river.

# Extension

Name:

# A Look at the picture and write the things you see in the table.







Animals	Instruments	Food	Transport	Buildings	Clothes
			bus	hospital	

# B Read and number the picture.





- **2** There is a giraffe next to the bus.
- 3 She can touch her toes.

- **4** The snake is in the tree.
- **5** She is wearing a skirt.

# Describe the picture.



	there is/are	he/she is wearing	he/she has got	he/she can
1				
2				
3				
4				
5				

# A Look and choose to complete the story.



Today is Monday. I get up at half past seven / four.



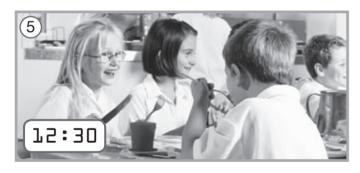
I have breakfast / lunch at eight o'clock.



I drink / catch the bus at half past eight.



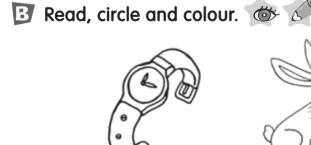
I start / eat school at nine o'clock.



At half past two / twelve, I have lunch.



At half past four, it's time for *tea / school*! I drink *milk / cake* and *drink / eat* cake.









Circle the short girl. Colour the watch yellow. Colour the rabbit brown.

# Reinforcement

Name:

A Look and complete the story.

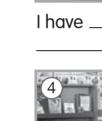




Monday breakfast o'clock tea seven eat start lunch twelve nine milk catch four



Today is \_\_ \_\_\_\_\_. I get up at half past <u>seven</u>



8:00

I have \_\_\_\_\_ at eight



\_\_\_\_ the bus at half past eight.



school at o'clock.



At half past \_\_\_\_\_, I have



At half past \_\_\_\_\_, it's time for and \_\_\_\_\_ cake.













Circle the short girl. Colour the watch yellow. Colour the rabbit brown.



# A Look and write the story.







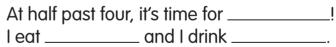
Today is Monday. I get up at half past seven.















B Read and label.











The girl is \_\_\_\_\_. The girl is \_\_\_\_\_.

# Consolidation

Name:

# A Look at the pictures and match the questions and answers.















- 1 Who makes breakfast?
- 2 What chore does the mother do?
- 3 Where do the grandparents help?
- 4 Who does the shopping?
- **5** What do the children do?

- a The parents.
  - **b** They take care of the pets.
  - **c** The father.
  - d In the garden.
  - e She makes the bed.

B Write which chores you do.



5		
5	My chores	
	1	
	-	
5		
5		

# A Look at the pictures and answer the questions.















- Who makes breakfast?
- 2 What chore does the mother do?
- **3** Where do the grandparents help?
- 4 Who does the shopping?
- **5** What do the children do?
- **B** Tick (✓) the chores that you do. ✓



My chores I make my bed I help with breakfast I do the shopping I take care of the pets I make dinner

# Rewrite the questions.



- 1 with? / live / Who / do / you
- 2 you / live? / do / Where
- 3 do? / chores / do / What / your parents \_\_\_\_\_
- 4 helps / the chores?/ Who / with

2	Exte	nsi	on

Name:	
	-

# A Look at the pictures and describe the actions.















1	The	father	makes	hrea	kfast
	1115	TOTAL TELE	HIUKES	MEG	NIUSI

|--|

B Write which chores you do and do not do.



My chores l don't

Rewrite the questions and then answer them.



1 with? / live / Who / do / you

3 do? / chores / do / What / your parents

2 you / live? / do / Where

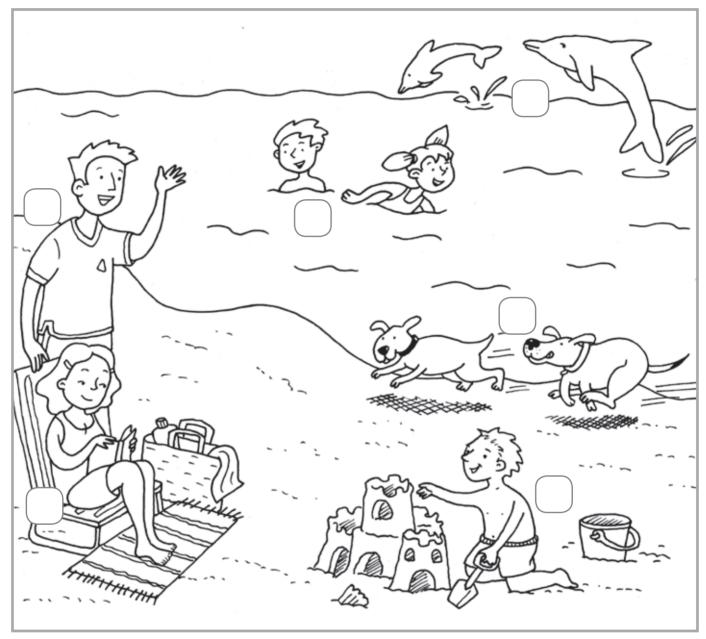
4 helps / the chores?/ Who / with

# 3 Consolidation

Name:

# A Read the sentences and number the picture.





- 1 The children are running.
- **2** The dogs are swimming.
- 3 The dolphins are jumping.
  - (6) A(O)
- B Read and draw.
  - 1 There is a shark swimming in the sea.
  - 2 The children are playing with a ball.

- **4** Dad is watching the dolphins.
- **5** Mum is reading.
- **6** The boy is playing in the sand.

# Reinforcement

Name:

# A Look and mark the sentences true (T) or false (F).





1	The family	is at the seasid	e
	THE IMIT	, is at the seasia	·

2 The children are swimming.

**3** The dogs are running.

4 The dolphins are jumping.

**5** Dad is shouting.

**6** Mum is reading.

# B Look and complete the sentences.





watching playing

1 The boy is \_\_\_\_\_ in the sand.

2 Dad is \_\_\_\_\_ the dolphins.

# C Read and draw.

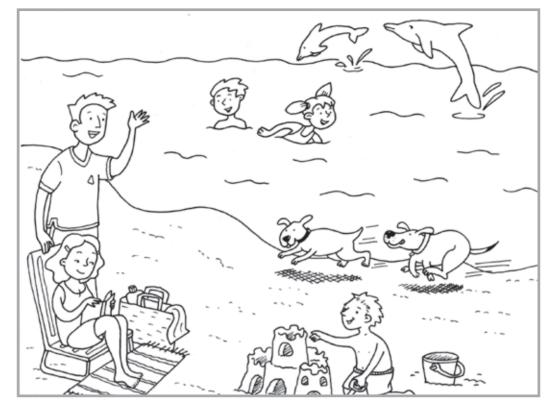
- 1 There is a shark swimming in the sea.
- 2 The children are playing with a ball.
- **3** Grandma is helping with the sandcastle.

# Extension

Name:

# A Look at the picture and complete the story.



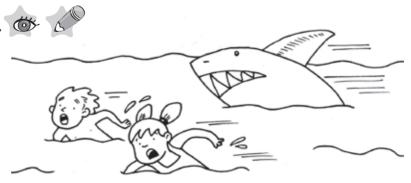


watching happy reading hungry seaside jumping swimming running playing dolphins

The family is at the	The children are	
in the sea. They feel	There are	in the
sea, too. They are	Dad is	the dolphins
There are two dogs. They are	Mum is	
and the boy is	in the sand. It is time for lund	ch. The family is

B	Look	and	complete	the	sentences.
---	------	-----	----------	-----	------------

There is a \_\_\_\_\_ in the sea. The children are \_\_\_\_\_. They feel



Name:

Match the words to the pictures.



 $\widehat{1}$ 



(2)









F	J	U	G	G	L	Е	R
A	0	Е	Α	Р	Ν	D	S
C	0	S	Т	U	M	E	1
R	Q	L	R	G	Н	H	В
0	C	L	0	W	N	А	А
В	С	J	Р	В	R		L
А	K	U	E	М	Т	R	L
T	R	А	Р	Е	Z	E	S

5



6





(8)



**B** Match the descriptions to the circus performers.



juggler

clown

- 1 They wear a funny costume and they make people laugh. They are sometimes happy and they are sometimes scared.
- 2 They are good at throwing and catching.
- 3 They can bend and stretch their bodies. They use their muscles to climb high.

# Reinforcement

Name:

# A Find eight words and match them to the pictures.



(1)















F	J	U	G	G	L	Е	R
Α	Ο	Е	Α	Р	Ν	D	S
С	0	S	Т	U	М	Е	I
R	Q	L	R	G	Н	Н	В
0	С	L	0	W	Ν	Α	Α
В	С	J	Р	В	R	I	L
Α	K	U	Е	М	Т	R	L
Т	R	Α	Р	Е	Z	Е	S













8



# B Complete the descriptions.



1 Clowns wear a funny 🌋 \_\_\_\_\_ and they make people laugh. They are sometimes and they are sometimes



2 Jugglers are good at \_\_\_\_ and \_\_\_ and \_\_\_\_





3 Acrobats can and and their their

bodies. They use their muscles to \_\_\_\_\_\_\_\_\_\_



# Extension

Name:

A Label the circus objects and performers.



















B Complete the descriptions.





1 \_\_\_\_\_ wear a funny 🌋 \_\_\_\_\_ and they make people laugh.



They are sometimes \_\_\_\_\_ and they are sometimes



2 \_\_\_\_\_ are good at \_\_\_\_ and \_\_\_ \_\_\_ and \_\_\_\_\_









3 \_\_\_\_\_ can \_\_\_\_ and \_\_\_\_ their





bodies. They use their \_\_\_\_\_ to \_\_\_\_ high.

	ons	TP	<b>ት</b> ሃብ	
	<u>эшэ</u>	СПС	au	Ш

Name: \_\_\_\_

# A Complete the table.

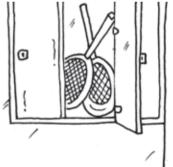
A	TIL.
6	

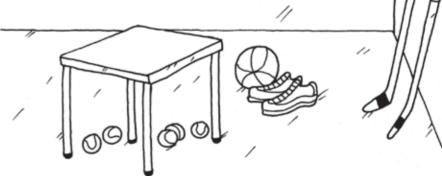
Sport	Team sport?  Yes / No	Equipment	Match or race?
Tennis			
	Yes	ball and stick	match
Football			
		bicycle	
		ball and basket	

# **B** Decide if the sentences are true (T) or false (F).



- 1 There are some tennis balls under the table.
- 2 There aren't any hockey sticks.
- 3 There aren't any t-shirts.
- 4 There are some shoes next to the basketball.
- **5** There is a basketball on the table.





# Complete the sentences.



My favourite sport is \_\_\_\_\_\_.

My favourite player is \_\_\_\_\_\_.

The best sports team in my country is \_\_\_\_\_\_.

# Reinforcement

Name:	
	•

A Complete the table.



bicycle ball and basket ball and stick ball and racket ball

	Sport	Team sport?  Yes / No	Equipment	Match or race?
The second second	Tennis	No		match
点	Hockey	Yes		
7.	Football			
cPo	Cycling			
Win I	Basketball			

B	Compl	ete the	e sente	ences.
---	-------	---------	---------	--------

4	1	0
6		W.

My favourite sport is \_\_\_\_\_\_.

My favourite player is \_\_\_\_\_\_.

The best sports team in my country is \_\_\_\_\_

		0
Ext	onc	IAH

Name:

# A Complete the table.



Sport	Team sport?  Yes / No	Equipment	Match or race?
Tennis			
	Yes	ball and stick	match
Football			
		bicycle	
		ball and basket	
Rounders			

B	Decide if the	sentences	are true	(T) or false	(F).
	Decide II IIIe	30111011003	are moe	/// OI 1013C	"/



- 1 There are some tennis balls under the table. \_\_\_\_\_
- 2 There aren't any hockey sticks.
- **3** There aren't any t-shirts.
- 4 There are some shoes next to the basketball.
- **5** There is a basketball on the table.



Write one more sentence to describe the picture.



Complete the sentences.



My favourite sport is \_\_\_\_\_\_.

My favourite player is \_\_\_\_\_\_.

The best sports team in my country is \_\_\_\_\_

# Match the sentences to the pictures.









- 1 A baker gets up early and works in a shop.
- 2 A vet takes care of animals.
- **3** A police officer works outside in the street and helps people.
- **4** A doctor works inside and helps sick people.
- **5** A postman gets up early and takes letters to people.





B Circle the correct option to complete the interview.



# Today's guest is a baker.

Hello, what do you do?

- 1 | help sick people / make bread / take care of animals.
  - Do you get up early?
- 2 Yes / No.

Where do you work?

3 I work outside / in the street / in a shop.



Name: \_\_\_\_\_

# Match the definitions to the jobs.













- 1 They get up early and work in a shop.
- 2 They take care of animals.
- **3** They work outside in the street. They help people.
- 4 They work inside. They help sick people.
- **5** They get up early. They take letters to people.

- a Police officer
  - **b** Baker
  - c Doctor
  - **d** Postman
  - Vet

# B Complete the interview.



Today's	guest	is	a	baker.
---------	-------	----	---	--------

Hello, what do you do?

Do you get up early?

I work in a shop.



# Read and complete.



# Today's guest is a \_\_\_\_\_\_.

Hello, what do you do? I work with children.





# A Read the sentences and answer the questions.













- 1 I get up early and I work in a shop.
- 2 I take care of animals.
- **3** I work outside in the street. I help people.
- 4 I work inside. I help sick people.
- **5** I get up early. I take letters to people.

- Who am I? \_\_\_\_\_\_.
- Who am I? \_\_\_\_\_.
- Who am I?
- Who am I? \_\_\_\_\_\_.
- Who am I? \_\_\_\_\_.

# B Complete the interview.



1 Today's guest is a	•
Hello, what do you do?	
Do you get up early?	
<b>4</b>	?
I work in a shop.	

# Choose a job and complete the interview.



# Today's guest is a teacher / cleaner / cook.

Hello, what do you do?

•	
Manya da wasanania	
/here do you work?	
/	

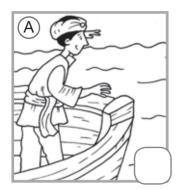
# Consolidation

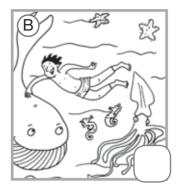
Name: \_\_\_\_\_

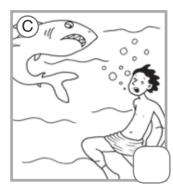
# A Read and number the pictures.

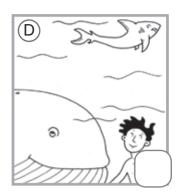












- 1 The shark is big but the whale is bigger. The whale helps Sinbad and the shark swims away.
- 2 Sinbad is a sailor. He sails all day in his ship and sees many creatures.
- 3 Sinbad sees a shark and he is scared. Sinbad is weak and the shark is strong.
- 4 He dives into the sea to play with them. There are starfish and seahorses. They are small. The whale and the squid are his friends. They are big.

# B Match and colour.















Sinbad sleeps.

Sinbad makes a fire.

Sinbad goes to an island.

# A Complete the story with the words from the box. &

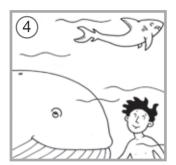


starfish squid strong dives creatures bigger weak sailor sails swims









1 Sinbad is a \_\_\_\_\_\_. He \_\_\_\_\_ all day in his ship and sees many

2 He \_\_\_\_\_ into the sea to play with them. There are \_\_\_\_ and seahorses. They are small. The whale and the \_\_\_\_\_ are his friends. They are big.

3 Sinbad sees a shark and he is scared. Sinbad is \_\_\_\_\_ and the shark is

4 The shark is big but the whale is \_\_\_\_\_. The whale helps Sindbad and the shark \_\_\_\_\_ away.

# B Read and draw.





At night, Sinbad goes to an island. It is cold and he builds a fire. He is tired and goes to sleep.

# Look and answer the questions.





- 1 Which is smaller? 2 Which is weaker?
- **3** Which is faster?

dolphin

# **Extension**

Name:	

# A Complete the story with the words from the box.

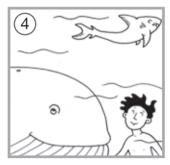


squid dives starfish strong creatures bigger weak sailor sails swims









- 1 Sinbad is a \_\_\_\_\_\_. He \_\_\_\_\_ all day in his ship and sees many
- 2 He \_\_\_\_\_ into the sea to play with them. There are \_\_\_\_ and seahorses. They are small. The whale and the \_\_\_\_\_ are his friends. They are big.
- 3 Sinbad sees a shark and he is scared. Sinbad is \_\_\_\_\_ and the shark is
- 4 The shark is big but the whale is \_\_\_\_\_. The whale helps Sindbad and the shark \_\_\_\_\_ away.
- B Write the end of the story.



At night, \_\_\_\_\_

# C Describe the pictures.







- The dolphin is bigger
- The crab is
- **3** The

# Match the descriptions to the insects.





ladybird



fly

- 1 It has got four wings and two antennae. It can fly.
- 2 It has got red and black spots. It likes hot weather.
- 3 It has got four wings and five eyes. It makes honey.
- 4 It has got two antennae and it can fly. It likes fruit.

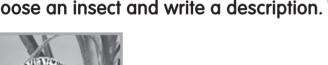


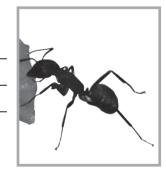
bee



butterfly

# B Choose an insect and write a description.

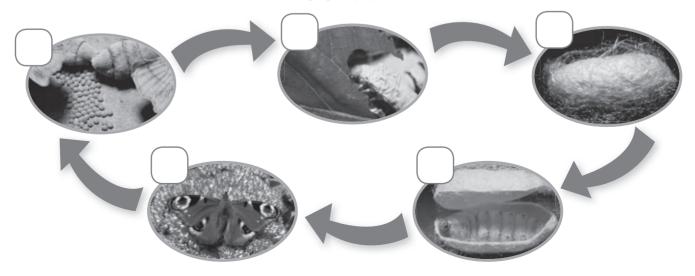




Number the life cycle of a butterfly.







# A Match the descriptions to the insects.





ladybird



\_ fly

- 1 It has got four wings and two antennae. It can fly.
- 2 It has got red and black spots. It likes hot weather.
- 3 It has got four wings and five eyes. It makes honey.
- 4 It has got two antennae and it can fly. It likes fruit.



bee

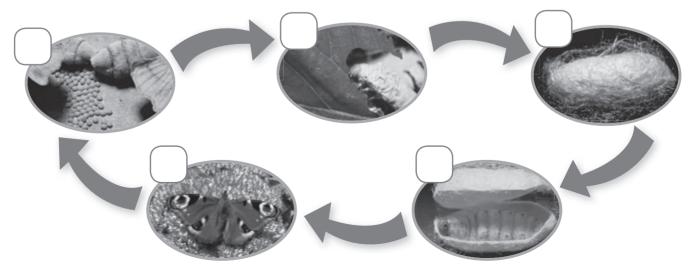


butterfly

# B Complete the description with the words in the box.

				_
	antennae	nose	legs	
			_	No
An ant has got six				
and two				
They haven't got a				

Label the life cycle of a butterfly.



Name:	
	•

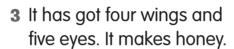
# Match the descriptions to the pictures, then label the pictures.





(B)

- 1 It has got four wings and two antennae. It can fly.
- 2 It has got red and black spots. It likes hot weather.



4 It has got two antennae and it can fly. It likes fruit.









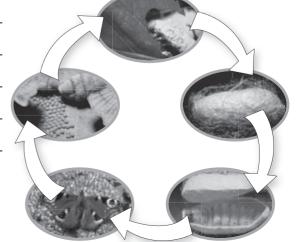




Write about the life cycle of a butterfly.



- 1 A butterfly lays eggs.
- **5** An adult butterfly!



## Unit 0

Hand out photocopies of Unit 0, pages 2, 3 and 4 of the Mixed Abilities Booklet.

#### Consolidation

### A Read and label the pictures.

Ask pupils to look at the picture and then read the sentences. Ask pupils to label the picture with the numbers.

#### Read and colour.

Ask pupils to take out their coloured pencils or crayons. Ask pupils to read the sentences and then colour the picture.

#### Reinforcement

### A Look at the picture and tick the things you see.

Ask pupils to look at the picture and then read the table. Ask pupils to tick the things they can see in the picture.

# Write one more item in each column from the picture.

Ask pupils to look at the picture.

Ask pupils to write one more item from the picture in each column.

## Look at the picture and answer true (7) or false (F).

Ask pupils to look at the picture.

Ask pupils to read the sentences.

Ask pupils to decide if the sentences are true or false.

#### **Extension**

# A Look at the picture and write the things you see in the table.

Ask pupils to look at the picture.

Ask pupils to complete the table with things they can see in the picture.

### Read and number the picture.

Ask pupils to look at the picture and read the sentences. Ask pupils to label the picture with the numbers.

### Describe the picture.

Ask pupils to look at the picture and the words in the box. Ask pupils to write sentences to describe the picture using the words in the box.

# Unit 1

Hand out photocopies of Unit 1, pages 5, 6 and 7 of the Mixed Ability Booklet.

#### Consolidation

## A Look and choose to complete the story.

Ask pupils to look at the pictures and read the sentences. Ask pupils to circle the correct option.

### 🖪 Read, circle and colour.

Ask pupils to look at the pictures and read the intructions. Ask pupils to circle or colour the pictures.

#### Reinforcement

### A Look and complete the story.

Ask pupils to look at the words in the box and at the pictures, and read the sentences.

Ask pupils to complete the sentences with the words in the box.

### 🖪 Read, circle and colour.

Ask pupils to look at the pictures and read the instructions. Ask pupils to circle or colour the pictures.

#### **Extension**

### A Look and write the story.

Ask pupils to look at the pictures. Ask pupils to write sentences to make a story.

## Read and complete the sentences.

Ask pupils to look at the pictures and the words. Ask pupils to complete the sentences.

## Unit 2

Hand out photocopies of Unit 2, pages 8, 9 and 10 of the Mixed Ability Booklet.

#### Consolidation

# A Look at the pictures and match the questions and answers.

Ask pupils to look at the pictures.

Ask pupils to read the questions and the answers.

Ask pupils to use the pictures to match the questions and the answers.

### B Write which chores you do.

Ask pupils to think about the chores they do at home. Ask pupils to complete the list.

#### Reinforcement

### A Look at the pictures and answer the questions.

Ask pupils to look at the pictures.

Ask pupils to read the questions.

Ask pupils to use the pictures to answer the questions.

## ☐ Tick (✓) the chores that you do.

Ask pupils to read the list of chores. Ask pupils to tick the chores that they do.

### Rewrite the questions.

Ask pupils to read the words.
Ask pupils to order the words to make questions.

#### **Extension**

### A Look at the pictures and describe the actions.

Ask pupils to look at the pictures.

Ask pupils to write sentences to describe the actions in the pictures.

### B Write which chores you do and do not do.

Ask pupils to think about the chores they do and do not at home.

Ask pupils to complete the list.

## Rewrite the questions and then answer them.

Ask pupils to read the words.

Ask pupils to order the words to make questions.

Ask pupils to answer the questions.

### Unit 3

Hand out photocopies of Unit 3, pages 11, 12 and 13 of the Mixed Ability Booklet.

#### Consolidation

# A Read the sentences and number the picture.

Ask pupils to read the sentences.

Ask pupils to match the sentences with the picture.

#### Read and draw.

Ask pupils to read the sentences.

Ask pupils to draw what they have read on the back of the test paper.

#### Reinforcement

### A Look and mark the sentences true (T) or false (F).

Ask pupils to look at the picture.

Ask pupils to read the sentences.

Ask pupils to decide if the sentences are true or false.

### Look and complete the sentences.

Ask pupils to read the words in the box and the sentences. Ask pupils to complete the sentences using the words.

### Read and draw.

Ask pupils to read the sentences.

Ask pupils to draw what they have read on the back of the test paper.

#### Extension

## ⚠ Look at the picture and complete the story.

Ask pupils to look at the picture.

Ask pupils to read the words in the box and the text.

Ask pupils to complete the text using the words in the box.

### Look and complete the sentences.

Ask pupils to look at the picture.

Ask pupils to read the sentences.

Ask pupils to complete the sentences.

## Unit 4

Hand out photocopies of Unit 4, pages 14, 15 and 16 of the Mixed Ability Booklet.

#### Consolidation

### A Match the words to the pictures.

Ask pupils to look at the pictures.

Ask pupils to circle the words in the wordsearch.

### A Match the descriptions to the circus performers.

Ask pupils to read the words in the box and the sentences. Ask pupils to write the name of the circus performer at the end of each sentence.

#### Reinforcement

# A Find eight words and match them to the pictures.

Ask pupils to look at the pictures.

Ask pupils to circle the words in the wordsearch.

### Complete the descriptions.

Ask pupils to read the sentences and look at the pictures. Ask pupils to complete the sentences using the words in the pictures.

#### **Extension**

# A Label the circus objects and performers.

Ask pupils to look at the pictures.

Ask pupils to write the name of the circus object or performer below the pictures.s

### Complete the descriptions.

Ask pupils to read the sentences and look at the pictures. Ask pupils to complete the sentences using the words in the pictures.

### Unit 5

Hand out photocopies of Unit 5, pages 17, 18 and 19 of the Mixed Ability Booklet.

#### Consolidation

### A Complete the table.

Ask pupils to look at the table.

Ask pupils to complete the table with sports words and answer the questions.

### Decide if the sentences are true (T) or false (F).

Ask pupils to look at the picture.

Ask pupils to read the sentences.

Ask pupils to decide if the sentences are true or false.

### **G** Complete the sentences.

Ask pupils to read the sentences.

Ask pupils to complete the sentences.

#### Reinforcement

### A Complete the table.

Ask pupils to read the words in the box and the table. Ask pupils to complete the equipment column with the words

Ask pupils to answer the questions in second and fourth column.

### (3) Complete the sentences.

Ask pupils to read the sentences.

Ask pupils to complete the sentences.

#### **Extension**

in the box.

#### A Complete the table.

Ask pupils to look at the table.

Ask pupils to complete the table with sports words and answer the questions.

#### Decide if the sentences are true (T) or false (F).

Ask pupils to look at the picture.

Ask pupils to read the sentences.

Ask pupils to decide if the sentences are true or false.

## Mrite one more sentence to describe the picture.

Ask pupils to look at the picture in activity B.

Ask pupils to write one more sentence to describe the picture.

### Complete the sentences.

Ask pupils to read the sentences.

Ask pupils to complete the sentences.

### Unit 6

Hand out photocopies of Unit 6, pages 20, 21 and 22 of the Mixed Ability Booklet.

#### Consolidation

### A Match the sentences to the pictures.

Ask pupils to look at the pictures.

Ask pupils to read the sentences.

Ask pupils to match the pictures with the sentences.

### B Circle the correct option to complete the interview.

Ask pupils to look at the picture.

Ask pupils to read the interview.

Ask pupils to circle the correct options to complete the interview

#### Reinforcement

### A Match the definitions to the jobs.

Ask pupils to look at the pictures.

Ask pupils to read the definitions and the jobs.

Ask pupils to match the definitions with the jobs.

### Complete the interview.

Ask pupils to look at the picture.

Ask pupils to read the interview questions and answers.

Ask pupils to complete the interview with questions or answers.

### Read and complete.

Ask pupils to look at the picture.

Ask pupils to read the interview questions and answers.

Ask pupils to complete the interview title with the correct job.

#### **Extension**

### A Read the sentences and answer the questions.

Ask pupils to look at the picture.

Ask pupils to read the sentences.

Ask pupils to answer the questions with the correct jobs.

# Complete the interview.

Ask pupils to look at the picture.

Ask pupils to read the interview questions and answers.

Ask pupils to complete the interview title with the correct job.

Ask pupils to complete the interview with questions or answers.

# Choose a job and complete the interview.

Ask pupils to choose and underline one of the jobs in the title.

Ask pupils to read the questions.

Ask pupils to answer the questions for the job they have chosen.

# Unit 7

Hand out photocopies of Unit 7, pages 23, 24 and 25 of the Mixed Ability Booklet.

#### Consolidation

# A Read and number the pictures.

Ask pupils to look at the pictures.

Ask pupils to read the sentences.

Ask pupils to number the pictures using the sentences.

### A Match and colour.

Ask pupils to look at the pictures and read the words.

Ask pupils to match the pictures and the words.

Ask pupils to colour the pictures.

#### Reinforcement

### A Complete the story with the words from the box.

Ask pupils to look at the pictures.

Ask pupils to read the words in the box and the sentences.

Ask pupils to complete the sentences using the words in the box

### Read and draw.

Ask pupils to read the text.

Ask pupils to draw what they have read.

### Look and answer the questions.

Ask pupils to look at the pictures.

Ask pupils to read the questions.

Ask pupils to answer the questions.

#### **Extension**

## A Complete the story with the words from the box.

Ask pupils to look at the pictures.

Ask pupils to read the words in the box and the sentences.

Ask pupils to complete the sentences using the words in the box.

### B Write the end of the story.

Ask pupils to look at the picture.

Ask pupils to write the end of the story.

### Describe the pictures.

Ask pupils to look at the pictures.

Ask pupils to complete the descriptions.

### Unit 8

Hand out photocopies of Unit 8, pages 26, 27 and 28 of the Mixed Ability Booklet.

#### Consolidation

### A Match the description to the insects.

Ask pupils to look at the pictures.

Ask pupils to read the descriptions.

Ask pupils to match the pictures with the descriptions.

### 🖪 Choose an insect and write a description.

Ask pupils to look at the pictures.

Ask pupils to choose an insect and write a description.

### Number the life cycle of a butterfly.

Ask pupils to look at the pictures.

Ask pupils to number the life cycle of a butterfly.

#### Reinforcement

### A Match the descriptions to the insects.

Ask pupils to look at the pictures.

Ask pupils to read the descriptions.

Ask pupils to match the pictures with the descriptions.

# Complete the descriptions with the words in the box.

Ask pupils to look at the picture.

Ask pupils to read the words in the box and the sentences.

Ask pupils to complete the descriptions with the words in the box.

### Label the life cycle of a butterfly.

Ask pupils to look at the pictures.

Ask pupils to write the corresponding stage of the life cycle of a butterfly.

### **Extension**

# A Match the descriptions to the pictures, then label the pictures.

Ask pupils to look at the pictures.

Ask pupils to label the pictures with the name of the insect.

Ask pupils to read the descriptions.

Ask pupils to match the pictures with the descriptions.

# B Choose an insect and write a description.

Ask pupils to look at the pictures.

Ask pupils to choose an insect and write a description.

### ■ Write about the life of a butterfly.

Ask pupils to look at the picture.

Ask pupils to read the sentences.

Ask pupils to write about the life cycle of a butterfly.